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| **Non-negotiables (key stage 2): (Year 4)****Use capital letters for names of people, places, day of the week and the personal pronoun ‘I’.****Correctly use question marks and exclamation marks.****Can use commas to separate list and clauses.****Use conjunctions (when, so, before, after, while, because). Can use inverted commas and other punctuation to indicate direct speech.****Group ideas into basic paragraphs.****Vary sentence structure, using different openers.**Image result for self assessment smiley faces |
| **Working towards the expected standard** | **Working at the expected standard** | **Surpassing – Working at greater depth** |
| **Bronze writer (b)** | **Silver writer (b+)** | **Gold writer (w)** | **Ruby writer (w+)** | **Emerald writer (s)** | **Diamond writer (s+)** |
| Features of writing generally appropriate to the selected task. | Develop characterisation and/or setting by including: detail; speech; description of setting; feelings or motive. | Compose sentences using a range of sentence structures. | Can write a narrative with a clear structure, setting and plot. | Draft, compose and edit work to choose words or phrases to both engage the reader and support the purpose.  | Ideas may be adapted (e.g. inclusion of contextual information on a fictitious character or the use of quotes within a report). |
| Plan and draft writing. | Use a range of sentences which have more than one clause. | Use inverted commas and other punctuation to indicate direct speech. | Fronted adverbials- adverbs, prepositional phrases and subordination used to introduce sentences and aid cohesion.  | Include details to interest, persuade, explain and instruct. | Purpose and audience are clearly addressed through choice of tense/verb form/layout/ formality. |
| Can orally rehearse a sentence or a sequence of sentences. | Use direct speech in my writing and punctuate it correctly. | Use precise vocabulary that is lively and imaginative  | Use of apostrophe for omission and possession mostly accurate.  | Sequence ideas or material logically and show events are clearly related. | Present a consistent point of view and link points coherently or persuasively. |
| Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. | Use elements of an increasing range of genre language appropriately. | Understand which letters should be left unjoined. | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. | Use paragraphs to clearly indicate change in narrative writing (e.g. action, setting, time) – and to construct logical development in non-fiction. | Within paragraphs/sections, some links between sentences (e.g. use of pronouns or adverbials). |
| Write in paragraphs. | Use a range of adjectives (e.g. determiners - many, each, most) and a range of adverbs. | Ascenders and descenders of letters do not touch. | Spell and use possessive apostrophe with plural words (e.g. boys’).  | Include description of narrator’s or character’s reaction to events. | Begin to use and experiment with a range of punctuation, although not always accurately (e.g. brackets, colon and dash).  |
| Spells most of KS1 common exception words accurately. | Tense choice generally appropriate to task including some use of modals (e.g. can, will).  | Able to give positive and constructive feedback on a piece of writing based on the learning | Show increased resilience in correcting spelling errors in longer passages using a range of self-help strategies.  | Spell most of the year 3/4 words correctly. | Greater variety in subordinating conjunctions. |
| Use the diagonal and horizontal strokes that are needed to join letters. | Use of commas after fronted adverbials and after subordination. |  | Able to spell homophones or near-homophones. | Maintain neat, legible, joined handwriting. | Some evidence of more detailed speech punctuation. |
| Offer positive feedback based on the learning. | Spell words with a range of suffixes mostly accurately.  |  | Use the first two or three letters of a word to check its spelling in a dictionary. |  | Able to self-evaluate for further improvement |
|  |  |  | Feedback is given on composition or punctuation. |  |  |



**Composition Grammar and Punctuation Spelling Handwriting**